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ABSTRACT

This report addresses the concern that too many youth leave high school without constructive plans for the future. Career planning helps some young people develop a sense of connectedness leading to commitment and follow-through. The Career Information System (CIS) is an interactive, computer-based system helping students explore occupational and educational options in a personal way. First implemented in Oregon, CIS was developed for state and local use; now 360 schools, colleges, rehabilitation agencies, and other organizations belong to the Oregon CIS consortium. Also, a National Career Information System provides software, information, and technical assistance to CIS entities in 16 states. Drawing on a 1987 large-scale CIS survey and other research, this monograph discusses the ways that CIS programs help at-risk youth. Chapter 1 describes the survey research and addresses characteristics of high-risk youth and causes of the problems they face. Chapter 2 describes CIS in detail and explains why career information seems helpful to this population. Chapter 3 discusses elements of successful programs and introduces three model programs and related material (reproduced in Appendices B, C, and D). The final chapter presents guidelines for schools desiring to implement or improve a career information program for at-risk youth. (Survey results, additional model programs, and planning material appear in "Reducing the Risk: Using Career Information with At-Risk Youth," a 1988 CIS publication; appendix A contains ordering information). Included is a bibliography of 29 references. (MLH)

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# CAREER INFORMATION MOTIVATES AT-RISK YOUTH

Bruce McKinlay
Deborah Perlmutter Bloch

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Bruce McKinlay
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# Preface

One of the major challenges in motivating at-risk youth to complete their education is to show these youth that school is relevant to their later success as adults. As this OSSC Bulletin cogently demonstrates, information about career options can supply some of the motivation these youth need, because it encourages them to set career goals and then to attain the education and training necessary to achieve those goals.

A major source of career information for youth in Oregon and fifteen other states is the Career Information System (CIS). In the following pages Bruce McKinlay and Deborah Perlmutter Bloch present a rationale and techniques for reaching at-risk youth through programs that provide career information. The programs they describe were identified through a survey of CIS site coordinators in eleven states.

Bruce McKinlay is the developer of the Career Information System and is currently executive director of its research and service center, located at the University of Oregon. He is a former personnel manager, teacher (secondary, college, and adult), and labor market analyst, and he has consulted and written widely on the development and use of career information.

Deborah Perlmutter Bloch is a senior research associate with National CIS and teaches education administration at Baruch College, City University of New York. She is a former secondary school teacher, counselor, and CIS director, and she has published several books on job search techniques.

Philip K. Piele
*Executive Secretary*

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# Introduction

Both the education community and the public believe that schools in the United States are facing problems in their efforts to provide universal education — education that helps every student become an adult who functions effectively as a family member, a citizen, and a member of the work force. This concern is seen in the large number of articles in professional and popular publications, in numerous states' proposed and enacted "dropout prevention" legislation, and in the efforts of such widely diverse groups as the National Governors' Association (1986) and the National Education Association.

Too many youth leave school without constructive plans for their futures. Those youth often lack a sense of connectedness to school or work. Such alienation is damaging to the student, to the school, and to society.

People have observed that career planning helps some young people develop a sense of connectedness that leads to commitment and follow-through. The Career Information System (CIS) is an interactive, computer-based system that gives students the chance to explore occupational and educational options in a personal way.

First implemented in Oregon, the Career Information System was developed for state and local information and service. Now 360 schools, colleges, rehabilitation agencies, and other organizations are members of the Oregon CIS consortium. There is also a national organization, the National Career Information System, that provides software, occupational and educational information, and technical assistance to operating entities in sixteen states. Each operator localizes the information and assists schools and agencies in that state to use the system effectively.

In 1987, in an attempt to study effective ways of using CIS to help at-risk youth, the CIS Project for At-Risk Youth undertook a large-scale survey of school and agency sites in eleven of the states using CIS. The purpose of that survey was to find out how counselors, administrators, and other site coordinators use CIS, either in programs specifically designed for at-risk youth or in programs for the general population that were successful with at-risk youth. The survey identified many excellent ideas and programs.

Results of the survey are reported in a 183-page guide, *Reducing the Risk: Using Career Information with At-Risk Youth* (D. Bloch), published by CIS in 1988. For more information about this book and order information, see Appendix A.

Drawing on this book and other published information, this Bulletin explores and presents the ways that programs incorporating the Career Information System help at-risk youth. It presents the findings of the survey against a background of other relevant research and ideas. Chapter 1 describes the survey research that led to this Bulletin and addresses some of the issues involved in the questions of who is at-risk and why. Chapter 2 provides a more detailed description of CIS and explores the reasons career information seems to be helpful to the population under consideration.

Chapter 3 is a discussion of the elements of successful programs as identified both through the literature and this survey. The chapter also introduces three model programs and their related materials (reproduced in Appendices B, C, and D), two from high schools and one from a junior high school. Finally, chapter 4 presents some guidelines for schools that would like to implement a program for at-risk youth or improve a program they already have. Additional model programs and planning material appear in *Reducing the Risk: Using Career Information with At-Risk Youth.*

It would be foolish to pretend that CIS or career development is the single answer to all the problems facing at-risk youth and the schools that serve them. However, it is also foolish to pretend that anything else is the complete answer. This report is written in the hope that the examples and guidelines will lead to more and richer programs and that these increased efforts will make a difference in reaching the goal of universal education.

*Chapter 1*

# Who Is At-Risk and Why?

The successful programs that utilize the Career Information System can be better understood with some knowledge of the specific research study from which they are drawn and the more general literature on at-risk youth. Both are presented in this chapter. The chapter moves from the general to the specific. In the first section, "Problems of Definition," the overlapping terms, definitions, and statistics of at-risk youth and dropping out are explored. The second section briefly describes the methodology and the institutions involved in the CIS Survey of Site Coordinators. In the third section, factors that various studies have identified as related to dropping out or being at-risk of dropping out are discussed; and in the final section of this chapter, the factors the CIS site coordinators associated with being at-risk are presented.

## Problems of Definition

The fact that youth are at risk of leaving school without positive prospects for their futures is most often documented through dropout statistics for schools, school districts, and states. The overlap in the terms *at-risk*, *dropout*, and *potential dropout* can be seen, for example, in the title *Keeping Children in School: Springfield's Districtwide Prevention Program for At-Risk Students* (De Pauw 1987). In another publication, dropouts are defined as "'at-risk' children who never complete high school and do not gain either the social or academic skill necessary to function well in this society as workers, parents, or citizens" (Institute for Educational Leadership 1986). However, even the term *dropout* has not been defined in a way that allows reliable, valid data collection across districts and over time.

While a review of the issues in dropout data collection and analysis is not attempted here, it should be noted that significant questions are as diverse as whether to count by individual student progress or by graduation of an entering class four years later; whether to include as dropouts those who later

receive high school equivalency diplomas; how to account for highly mobile students who move in and out of schools; and which stated reasons for leaving a school to use in counting the student as a dropout. Detailed discussions of the problems of dropout data collection and analyses are presented in articles by Hammack (1986) and Rumberger (1987).

Because of the difficulties outlined in the previous paragraphs, only estimates of the dropout rate are available. Using the two most frequently cited national statistics—U.S. Census data and state-level high school attrition rates— Rumberger (1987) suggests that the 1984 dropout rate for 18 to 19 year olds was probably between 15.2 and 29.1 percent. Barber and McClellan (1987) point out that estimates of the dropout level in urban school systems, while varying widely, "often fall within the 40%-50% range." The Institute for Educational Leadership (1986) reports that studies in some urban high schools have shown "dropout rates as high as 85 percent for Native Americans and between 70 percent and 80 percent for Puerto Ricans." Using the Current Population Survey for October 1985, a 1986 Government Accounting Office report showed that in October 1985 there were about 4.3 million 16 to 24 year olds who were neither high school graduates nor enrolled in school.

In thinking about the number of youth at risk, it seems clear that it exceeds the number of students who actually drop out. There are others who finish high school but leave undereducated or without constructive plans for their futures, only to flounder for varying lengths of time or to fall into destructive patterns.

At the same time, some potential dropouts do finish high school with their classmates. Others, often with the help of employment and training agencies, finish later. Still others who are at risk make successful transitions to postsecondary education or employment. In the belief that we can reduce the risk of young people leaving school without constructive plans for their futures — that there are programs and practices that effectively reduce the risk for some — this project identified ways in which career information can help.

## The Survey of CIS Site Coordinators

The CIS Project for At-Risk Youth was initiated by the Operators Council (directors of the state CIS systems and the National CIS staff) at their annual meeting in June 1986. A major goal of the project was to identify and disseminate effective ways of using CIS to help at-risk youth set and achieve individual career goals. To identify effective methods, a questionaire, "Strategies for Helping At-Risk Youth," was mailed in Spring 1987 to CIS site coordinators in the eleven states that agreed to participate.

The questionnaire asked the site coordinators to describe the at-risk youth in their schools or agencies, to discuss the factors or conditions that

cause the problems of those at-risk youth, to describe any programs specifically designed for or successful with at-risk youth, to explain how CIS was used in those programs, and to describe the results they had seen from the programs or activities. In addition, the coordinators were asked to describe the benefits of using CIS with at-risk youth, and they were asked for suggestions to make CIS more effective.

From the 1,584 sites surveyed, 307 coordinators (a total of 19.4 percent) had information and ideas to offer. These sites serve a total of 302,708 clients and students. The sites were extremely varied in size, as measured by enrollment for schools or number served in a year in the case of agencies. The mean site size was 992, but the standard deviation was 2,119. The smallest site responding, a rural high school, had three students. The largest site responding, a school district, had 21,750. (Three hundred five sites responded to this question.)

Similarly, sites varied greatly in their estimates of the numbers of at-risk youth in their populations. The minimum percentage estimated was 0, and the maximum 100 percent. The mean percentage was 17, with a standard deviation of 25. (Two hundred eighty-one sites responded to this question.)

Of the 307 respondents, 186 (60.6 percent) identified themselves as counselors; 66 (21.5 percent) as administrators; 7 (2.3 percent) as teachers; 22 (7.2 percent) as other professionals; 6 (2.0 percent) as career aides or technicians; and 20 (6.5 percent) did not respond to the question.

Included in the results are 41 Oregon sites that have a total of more than 45,000 students and other clients using the system. The mean percentage of those estimated as at-risk in the Oregon sites was 17 percent.

## Factors Related to Dropping Out: Information from the Literature

Just as there are no clear answers on the number of youth at-risk, so there is a lack of comprehensive research on the causes that put youth at risk. However, several factors can be considered at least identifiers and, possibly, causes of at-risk status.

Two cautions must be kept in mind when considering these factors. The first is that factors sometimes identified as causes may really be symptoms of the problem, not causes. For example, one study tallied the reasons given by school districts for students dropping out. The three most commonly mentioned reasons were attendance problems, lack of interest in school, and school being boring (Barber and McClellan 1987). These factors are certainly evident before many students actually drop out and are often the final or precipitating reason, but they reveal little or nothing about underlying causes.

The second caution is that there is no one factor or combination of

factors that clearly leads a student to drop out. A summary of studies carried out by Ekstrom and others (1986) showed that socioeconomic status, race and ethnicity, coming from a large family, and coming from a single-parent family, as well as living in a large city or in the South, were factors related to dropping out. Yet some students with all these background characteristics complete school, and others from different backgrounds do not.

What then is the purpose in examining the literature on factors associated with dropping out? Despite the lack of decisive information, a comparison of the factors with profiles of the youth served by a particular school, school district, or agency is useful to that organization in determining how to identify young people who may be having problems that will interfere with their development and their completion of school. Programs developed for at-risk youth must be able to identify those who will be served. Early identification has been noted as the primary factor in successful programs (Grossnickle 1986, O'Connor 1985). In addition, comparison of the generally identified factors with school or agency identified factors may suggest the particular types of intervention most likely to succeed in a particular institution.

Factors related to students' backgrounds appear in many studies. Based on a review of a number of studies, Hahn (1987) cites low income and limited educational background of the family, being a member of a single-parent household, living in the Southwest, and living in a large city as factors statistically associated with higher dropout rates from high school. Rumberger (1983), while agreeing that background factors are of consequence, argued for the importance of the interaction of particular factors. For example, he found that when advantaged and disadvantaged background were held constant, minority youth were no more likely to drop out than white youth.

In an analysis of data from the High School and Beyond database of the National Center for Education Statistics, Ekstrom and others (1986) were able to identify a number of factors related to dropping out. Using the longitudinal database, the researchers examined the development of 1980 high school sophomores from 1980 to 1982. They found that dropouts tended to be from poorer families and racial/ethnic minorities. Almost 25 percent of the black students had dropped out as compared to 15 percent of the whole group. Male students dropped out more frequently than females. Public schools in urban areas in the South and West had the highest numbers of dropouts.

In a later study, Rumberger (1987, p. 110) drawing upon Ekstrom and others' work and other sources, identified the following factors as related to dropping out: "low educational and occupational attainment levels of parents, low family income, speaking a language other than English in the home, single-parent families, and the absence of learning materials and opportunities in the home."

In addition to background factors, a number of variables in student

performance in and out of school appear to be associated with dropping out. In the longitudinal analysis described above, Ekstrom and others discovered that dropouts had lower school grades and test scores, did less homework, and had more disciplinary problems in school. Wehlage and Rutter's analysis (1986) shows that half of all female dropouts leave because of pregnancy and/or marriage. Controlling for academic achievement, they also found that the most important predictors of dropping out were truancy, expectations of school attainment, discipline problems, lateness to school, and number of hours worked. Borus and Carpenter (1984) found that dropping out was correlated with being behind in grade level, pregnancy, coming from a single-parent family, coming from a home where the father dropped out of school, and having relatively little knowledge of the labor market.

In examining student attitudes, Ekstrom and others (1986, pp. 362-363) found that dropouts had a more external locus of control than students who stayed in school. They were more likely to feel that others controlled their fate. Differences in self-esteem were found when the respondents were asked "if they were satisfied with themselves or had much to be proud of," with dropouts being less self-satisfied. When responding to a question as to why they had left school, 33 percent of the dropouts responded positively to "did not like school" and "poor grades." In a study of sixty-five high school dropouts enrolled in an Experimental Career Awareness Program, Sewell, Palmo and Manni (1981) found that the dropouts were lower than the general population in self-concept and career maturity.

While many studies focus on the background of the at-risk youth and their individual characteristics, Wehlage and Rutter (1986) argue that schools must examine their roles in the estrangement and alienation that some students feel. Using the High School and Beyond data, the two researchers examined the responses of white, black, and Hispanic dropouts and of non-college-bound graduates to questions regarding teacher interest in students, effectiveness of discipline, and fairness of discipline. In general, there was little difference in the responses of the groups, with schools getting generally fair to poor marks on all three questions by approximately 50 percent of all categories of respondents.

Sewell, Palmo and Manni (1981) also suggest that the schools must look at institutional factors as well as achievement motivation, social class influence, and intelligence in identifying possible reasons for academic failure. In a study of Portland, Oregon, schools, Sexton (1985) found that when students from neighborhoods with high dropout rates moved from their neighborhood schools to schools with lower dropout rates (because of school closings, not because of changes in family circumstances) their school retention improved.

Conrath (1986) describes one group of at-risk youth as "discouraged" learners. He points out that they are not necessarily low in ability, but in attendance, self-confidence, and positive attention from teachers. They are

not necessarily from single-parent homes, but from fragile homes. They want to learn, but avoid school because it is demanding, threatening, confusing or, in many ways, unresponsive to their needs.

## Factors Related to Dropping Out: Information from the CIS Site Coordinators

Responses by the CIS site coordinators to the questions regarding at-risk youth in their schools and agencies reflected ideas similar to those brought out in the literature. Of the 307 respondents to the survey, 224 reported that their school or agency had an at-risk population and answered the question: What factors or conditions cause the problems of the at-risk youth at your school or agency? The answers to this open-ended question were coded for five major categories and for specifics within those categories. Many respondents' replies fell into more than one category of response. For each category, the percentage of the 224 respondents identifying that category is given below, followed by the subcategories of factors mentioned by 10 percent or more of these 224 respondents.

Category 1 — Socioeconomic Factors were identified by 37.5 percent of the respondents, with poverty being the major subcategory, identified by 30.8 percent. Others mentioned were cultural isolation, ethnicity, and a language other than English.

Category 2 — Home and Family Factors were identified by 61.6 percent of the respondents. The major subcategories were poor family relationships, 26.3 percent; lack of parental encouragement, 23.7 percent; lack of or poor role models in family or friends, 14.7 percent; and broken homes, 10.3 percent.

Category 3 — Psycho-Social Development Factors were identified by 62.5 percent of the respondents. The major subcategories were substance abuse, 19.6 percent; lack of goals or career decisions, 15.2 percent; lack of motivation, 14.7 percent; and poor image or self-concept, 10.3 percent.

Category 4 — Academic Development Factors were identified by 41.1 percent of the respondents. The major subcategories were lack of basic academic skills 22.8 percent; alienation from school, 14.7 percent; and behind in academic credits or failing, 14.3 percent.

Category 5 — Institutional Factors were identified by 16.5 percent of the respondents. They mentioned such factors as inadequate programs, students "falling between the cracks," and lack of counseling services.

While there is a lack of clarity on the definition of *dropout* and even less agreement on the definition of *at-risk youth*, it is clear that schools are not achieving the goal of universal education through high school. Furthermore, it also seems clear that the schools are failing unequally; a greater loss is borne by minority and poor students. Examination of the

factors related to dropping out as identified in research studies and in the CIS survey focuses on the home and general background in student retention, not on the school and school programs. Yet school administrators can most readily address these institutional factors.

The remaining chapters of this Bulletin present a rationale and techniques for reaching at-risk youth through programs and practices that utilize career information.

*Chapter 2*

# Why Information about Career Options Is So Important

Whether students' problems have to do with the students themselves, their families and schools, or the society at large, the factors just described point up a serious need on the part of at-risk youth for usable information. Many at-risk youth are from economically disadvantaged families where there is limited knowledge of the faster growing technical and professional fields of work. Others, from more affluent families, are fully occupied by the youth culture and receive so little parental guidance that they are oblivious to the career development opportunities around them. Young people from one-industry towns, residential suburbia, or isolated central-city neighborhoods receive day-to-day exposure to only a small fraction of occupational options.

Those at-risk youth who have developed problems such as substance abuse, lack of motivation, or lack of basic academic skills already have one or two strikes against them. They can ill afford the false starts that are common among American youth heading for further education or the job market; they need reasonably sound plans for their lives after school.

Beyond these special problems of at-risk youth are the information needs of all young people. Adolescents are at a stage of development when they are preoccupied with themselves, not with the broader world around them. However, secondary school and college students are making educational decisions and will soon be making employment and consumer decisions that will have lasting effects on their own lives and those of their families. They will soon leave youth-serving institutions such as the school, and when they do most of them will begin operating in the adult job market with everyone else. The temporary "kids jobs" that provide spending money and help shape young people's work habits will not support a family, and they provide only partial preparation for or access to the jobs that will

(Charner and Fraser 1987). Young people of all types need information about career options and they need the skills required to succeed in the work place. Of the four million dropouts a year, many do not even try to find work, and one-fourth of those who try are unsuccessful (Markey 1988).

## Principles of Successful Career Programs

Research related to career development has revealed three principles that are important to successful career programs and to people's career success.

1. *Young people need opportunities to explore career options.* Schools can provide information that helps students explore their own interests and available opportunities.
2. *"Career" is not a synonym for "job"; the concept encompasses both education and work.* A successful career involves a lifelong interplay between intelligent work and productive learning. Going first to school and then to work is no longer an effective career strategy, because learning and work are integrated in more ways than ever before. Most American jobs now involve the use of information, and many jobs involve information processing machines such as computers. People need information and educational programs that make that connection clear.
3. *You don't find a career, you make one.* Career development theorists stress the personal and the dynamic characteristics of career development. H. B. Gelatt (1987), a long-time career development professional, summarized this line of thought by pointing out that you can no longer simply "predict and prepare" for a lifetime's work; to keep up in a dynamic economy you need to "imagine and create" your career (Gelatt). Both approaches require information, but the newer approach requires more skill and more personally relevant information.

Programs built on these principles and programs that fill the noticeable information gap are popular and effective with students, including at-risk students.

Yet it requires a special effort for schools and colleges to provide career-relevant information and programs. Most educational institutions see academics as their primary responsibility, and they have their hands full with organizational, financial, and student problems. The teaching staffs of schools are people who have spent most of their careers in education, so they have acquired little incidental learning about management, production, or distribution work or about vocational training (though they have learned a lot about college).

These two situations—the recurring need of students for relevant information about career opportunities and requirements and the difficulty schools have providing sound career development opportunities

incidentally—account for the key role the Career Information System plays in many schools and its regular use by a wide variety of students.

## Benefits of CIS Use with At-Risk Youth

When we look for ways to assist at-risk youth, we see an unusually intense need for personally usable information, but the CIS survey also reveals some remarkable benefits of system use.

The Career Information System is designed to make accurate and impartial information accessible to individuals with varying needs for facts about schooling and work. Thus, it is not surprising that people credit the system with providing factual information. The CIS survey of site coordinators showed this, as do other surveys of users. When asked "What is the best thing about CIS in helping at-risk youth?" 27 percent of the CIS site coordinators gave narrative responses that emphasized the realistic, factual nature of the information in the system.

Other responses focused on the way the information is delivered. Of the 111 CIS site coordinators who answered this question, 17 percent said ease of use and attractiveness were the system's strong points for at-risk youth; 14 percent cited user control and the system's ability to interact with the user; and 9 percent pointed to the individualized nature of system use.

The striking thing about this survey is the large number of educators and social service professionals who commented on the motivational and developmental benefits to the at-risk youth, not on the features of the system itself. The largest group of respondents pointed out that use of CIS motivates at-risk youth; fully 40 percent of the site coordinators made comments about young people "being amazed at the opportunities" and the system "giving them hope." The second most frequent type of response emphasized the system's contribution to realistic goal setting, a point raised by 33 percent of the site coordinators. One site coordinator summed up the system by saying, "It helps them dream realistic dreams."

Understanding the backgrounds of at-risk youth and appreciating teachers' limited ability to provide factual career information while concentrating on other priorities, it is easy to see why a reliable source of locally relevant career information is valuable to the school. At-risk youth need much more than information, however. Thus it is especially noteworthy that school and agency staff see the Career Information System as a source of motivation and a stimulus to goal setting by those youth who are often least motivated and who frequently have no plans. In addition to providing and linking information about education and work, the system seems to bring the individual user into the equation. That seems to be the key to improving self-esteem, which William Holly defines in a 1987 *OSSC Bulletin* as " a feeling that derives from being and doing those things that one considers to be worthwhile."

At least in the eyes of those who use it, the Career Information System delivers important information; moreover, it provides developmental benefits to the at-risk youth who use it.

*Chapter 3*

# Elements of Successful Career Information Programs for At-Risk Youth

The survey of CIS site coordinators yielded overviews of many successful efforts. Fuller information was gathered on fifteen of these, which were identified as model programs. Other efforts have been reported in the form of learning activities and still others as counselor-to-counselor tips (Bloch 1988). It must be noted that there are few hard data on these or other programs showing either why they work or even that they do. Nevertheless, those observing the programs and writing about them agree that successful programs exhibit several common characteristics. This chapter discusses these common elements and then introduces three model programs that were identified in the CIS Project for At-Risk Youth survey. Full descriptions of these programs, taken from the CIS book *Reducing the Risk* (Bloch 1988), are reproduced in Appendices B,C, and D.

## The Four Cs of Successful Programs

Mann (1986) has identified four elements of successful programs: cash, care, computers, and coalitions (the four Cs) . The first, cash, means that students are involved in programs in which they see the link between making money and school subjects. The second, caring, means that students get the concern they need from teachers and other adults through smaller institutions, lower pupil-teacher ratios, and possibly the involvement of adults outside the school. Computers, the third element, are used both for teaching and management of records to identify those at risk. The final C is for coalitions of schools and business and of local education foundations.

Mann's four Cs can be used as a framework to outline the findings of

other researchers regarding the components they have found common to successful programs. This framework is also useful in outlining some of the reasons for the success of the programs identified through the survey.

### Cash

Successful programs have an experiential work-related or community service component (Peck, Law & Mills 1987, IEL 1986, Wehlage 1983, Donnelly 1987). Work programs are related to learning, and curriculum is related to the skills of the workplace. Job-seeking skills are taught when they are needed, not as the heart of a program (Hahn 1987). Intensive individualized basic skills training is combined with work-related projects (Hodgkinson 1985). Each student is helped to establish and progress toward life career goals (Walz 1987).

The programs using CIS all have components that help clients see the relationships between their current status, their planned occupational futures, and their educational needs. In fact, these relationships are at the heart of CIS itself. Student use of the program is individual and interactive. A student often begins with self-exploration of some job-related basic skills and level of education desired. He or she then moves to a list of related occupations. From the job descriptions, the student learns the preparation needed from high school courses to more advanced education or training.

In the model programs, these links are made explicit through such activities as worksheets completed by the students and discussion groups. In addition, a number of the model programs have work components or opportunities to meet with employers to learn about jobs in general. These components are then related to other activities within the program to foster student understanding of the relationship between education and work.

One program includes a life-planning curriculum in which students examine the effect of a choice of a job on the education they will need, on their future budgets, and on a number of other life choices. To carry out the curriculum, students first use CIS to choose a career with which they stay throughout the curriculum.

### Care

School districts begin with early childhood programs for disadvantaged children. They reduce teacher workloads so that teachers can have more contact with students and parents (IEL 1986, Walz 1987). There is a schoolwide philosophy of success for every student (Grossnickle 1986) and administrative flexibility to meet the needs of the student retention program (Donnelly 1987, O'Connor 1985). Program services are intensive and include an array of social services (Hahn 1987). Classes are smaller and have a low student-teacher ratio. There is personalized, individualized attention to students, who are provided with remedial instruction in basic skills. Students receive immediate feedback and rewards for achievement

(Peck, Law & Mills 1987). Teachers in the programs are unafraid and empathic (O'Connor 1985).

While it is difficult to measure caring in the written response to a survey, all the programs had elements that individualized the approach for each student. In addition, and this is a very informal measure, all the site coordinators who were called for followup information were responsive both on the telephone and in the materials they sent. They seemed to care about their programs and their clients.

### Computers

Program development comes from an assessment of dropout statistics and an analysis of why students drop out. Students at-risk are identified early (Grossnickle 1986, O'Connor 1985). Dropouts are taught by caring teachers using appropriate teaching technology (Hahn 1987). There is intensive, individualized training in basic skills along with concrete projects (IEL 1986). Daily attendance is promoted through immediate followup of absentees (Walz 1987).

In using CIS, of course, programs are using computers in delivering their service.

### Coalitions

Careful planning is combined with a knowledge of community resources. Counseling is integrated into the academic program. Team teaching and mentoring are included. The community is involved (O'Connor 1985). Resources in the school and community are identified to help students with special needs and problems (Grossnickle 1986, Walz 1987). Parents are involved in school learning activities (Walz 1987). Government, higher education, business and industry, civic groups, and parents are brought together to develop programs for at-risk youth (Donnelly 1987, IEL 1986).

Among the fifteen CIS model programs, several showed evidence of coalitions beyond their schools or agencies and many indicated cooperative work between counselors and teachers.

The successful programs identified through the survey shared several other characteristics. First, they are all integrated career development programs, not one-shot approaches. Second, they offer career development activities that are age and stage appropriate. Third, they all incorporate a variety of media, materials, activities, and approaches. Therefore, in some programs, the Career Information System is the linchpin, but in others it is one of several equally used resources. Among the resources cited by the respondents in addition to CIS are videotapes, textbooks, interest and aptitude inventories, commercially printed occupational information, state labor and education agency materials, and counselor-made worksheets and booklets.

## Model Programs for Serving At-Risk Youth

Descriptions of three model programs using CIS with at-risk youth are contained in appendices B, C, and D. Reproduced from *Reducing the Risk: Using Career Information with At-Risk Youth* (Bloch 1988), the model program descriptions feature two high schools and a junior high school: Harrisburg Union High School (Oregon), Molalla Union High School (Oregon), and Plymouth Junior High School (Minnesota).

For each one, a brief profile of each site and a description of its program or programs is given, followed by sample materials. These models were selected from program descriptions offered by counselors and school administrators who completed the CIS survey. Rather than seek a single style of presentation of the materials, the attempt was made to offer them in a style as close to the original as possible so that the variety of approaches could be seen.

Within each site profile, the CIS programs and materials used by the school are briefly identified. These components of CIS include various forms of delivery of QUEST, the interactive search of occupations; information files of occupational descriptions (DESC), preparation statements (PREP), related materials (BIB), and job search techniques (JS); and files of educational information including program descriptions (PROG), school descriptions (SCH), and financial aid information (FINAID). A separate component of CIS, High School Planner, is designed to aid in planning courses for students' high school careers. The identifiers used in the profiles are as follows:

- Micro-CIS (QUEST and information files on a microcomputer and hard disk)
- Needle-sort Kit (QUEST on needle-sort cards and information in books)
- HSP (High School Planner program on a microcomputer)

This survey did not ask for numerical data on the results of the programs, but asked for descriptions of programs "specifically designed for working with at-risk youth" and for other guidance or instructional activities using CIS that were "particularly effective with at-risk youth." Therefore, where statements are made about how or why a program is effective, this is a reflection of the professional answering a question as to her or his observations. It is to be taken as no more or less than this.

*Chapter 4*

# Some Guiding Questions for Program Planning

The problems facing at-risk youth can be understood in general terms, but the problems of any individual are unique to that person. Similarly, schools and agencies may be grouped for classification purposes, but programs work best when they are developed from within, when they fit the needs and resources of the specific school or agency. The foregoing materials can be useful to individual schools in their planning. For additional help in planning, staff members can seek answers to a series of questions, grouped under three headings:

- Who is at-risk?
- What can be done?
- Is the program working?

## Who Is at-Risk?

1. How would you identify the at-risk youth in your school?
2. What are some of the underlying problems facing the at-risk youth in your school?
3. Will your program be directed to the entire school population or will you select a target group? If you will select a target group, what will be the criteria for selection?
4. What people currently working in the school or in the community should contribute to the planning because of their knowledge of or relationship with at-risk youth?

## What Can Be Done?

1. What overall goal do you see for your program?

2. What are the objectives or student/client outcomes that will help you reach that goal?
3. What group of classroom activities will contribute to the outcomes?
4. What individual counseling activities will contribute to the outcomes?
5. How will CIS be used in the program?
6. What other resources will be needed?
7. How will members of the school faculty or agency staff participate in the program?
8. How will the parents of the at-risk youth population be involved in the program?
9. How will members of the community participate in the program?
10. What time frame will be used for this program? (Will it be ongoing? Will it be offered a specific number of weeks or sessions? Will it take place sequentially with certain activities to be completed each year?)

## Is the Program Working?

1. Reexamine each of the problems stated for at-risk youth. Which would you expect the program to help solve? How will you know if it is solved?
2. What student behaviors would you hope to change as a result of the program?
3. Reexamine each objective of the program. How can each one be restated with a measurable outcome?
4. What can students or clients say in a survey or interview that would reveal areas of satisfaction or dissatisfaction with the program?
5. What can counselors, teachers, administrators, and other staff members say that would reveal areas of satisfaction and dissatisfaction with the program?

# Conclusion

Many youth are at risk of leaving school without constructive plans for their futures. This Bulletin has presented research on the characteristics of these at-risk youth and the causes of the problems they face. It summarizes literature and field research, which indicates that information about career options is important, not only in informing students about the challenges and opportunities of postsecondary education and work, but also in motivating at-risk youth. The Bulletin describes features of successful programs for at-risk youth and presents three model programs that use career information with those youth. Finally, the Bulletin presents a brief guide to planning local programs for at-risk youth.

The field survey and the preparation of the guide *Reducing the Risk: Using Career Information with At-Risk Youth* was carried out by the Career Information System. For years, CIS staff have observed that career information, when delivered in personally relevant forms, has a credibility with at-risk youth that many educational programs do not. This observation was confirmed in the field survey, in which CIS coordinators stressed that CIS motivates as well as informs. As they work with the Career Information System, at-risk youth take more interest in their futures and see more relevance of education. The successful programs, as described by the local CIS coordinators, show CIS to be an integral component of locally developed comprehensive programs, which also include a variety of other developmental materials and activities.

Nobody claims that use of career information solves all the problems facing at-risk youth and their schools, but it is equally foolish to pretend that anything else is the complete answer. The field survey shows career information to be an integral part of effective programs. A product of the survey, the guide *Reducing the Risk* presents replicable programs, and it was written to stimulate local programs to meet local needs.

Many vexing research and policy questions remain to be answered. Nevertheless, vigorous use of career information with at-risk youth is conceptually sound and eminently feasible, and there is practical knowledge in the field that shows how it works in schools and agency settings.

written to stimulate local programs to meet local needs.

Many vexing research and policy questions remain to be answered. Nevertheless, vigorous use of career information with at-risk youth is conceptually sound and eminently feasible, and there is practical knowledge in the field that shows how it works in schools and agency settings.

# Appendix A

**Order Information: *Reducing the Risk***

*Reducing the Risk: Using Career Information with At-Risk Youth*, by Deborah Perlmutter Block. Eugene, Oregon: Career Information System, University of Oregon, 1988.

183 pages, $12.95

*Reducing the Risk*, Career Information System's new publication, is the product of a survey of CIS site coordinators' observations about the problems facing at-risk youth and ways career information can help. The book reports the ideas of over 300 people in 11 states; about two-thirds of the respondents are from high schools, and the rest from colleges and agencies.

*Reducing the Risk* contains 15 model programs identified through the survey, plus work plans, learning activities for students, and tips from counselors around the country.

Single copies of the guide were mailed to Career Information System sites that serve youth in Oregon. Additional copies for Oregon administrators, teachers, counselors, and at-risk program coordinators in CIS member institutions are available for $10. Other organizations and individuals may order the book for $12.95 (20 percent discount for sets of 20 or more copies.) Order from the Career Information System at the University of Oregon.

*Address orders and inquiries to:*
Career Information System
1787 Agate Street
Eugene, Oregon 97403

# Appendix B

## Model Program
## *Harrisburg Union High School*

| | |
|---|---|
| SITE: | Harrisburg Union High School |
| CITY AND STATE: | Harrisburg, Oregon |
| PROGRAMS IN USE: | Micro-CIS, HSP |
| SITE LOCATION: | Rural |
| SITE TYPE: | Senior high school |
| NAME: | Karyn George |
| NUMBER SERVED: | 190 |
| PERCENT AT-RISK: | 15 |

## Program Description:

In the Harrisburg Union High School career guidance program, which is in use with the entire student body, students are required to identify a career goal and work toward it. A sequence of activities, in Grades 9 - 12, help students achieve greater self-understanding, identify goals, and refine and clarify them.

At each grade level, CIS is an integral part of the required activities of the program. In Grade 9, students complete HIGH SCHOOL PLANNER; in Grade 10, they concentrate on QUEST; in Grade 11 career and/or college exploratory activities are completed; and in Grade 12 Micro-SKILLS is used. Using CIS at each grade level is a specific goal of the program.

A list of the "Required Career Development Activities" at each grade level follows. The records of each student's completed activities are kept in a folder in the Career Center. In addition to the published materials identified in the list, there are locally developed materials for some of the activities and for follow-up of the various instruments identified.

As a result of this program, students seem generally more focused, and the school retention rate is higher than in schools with similar populations.

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# Required Career Development Activities

## Grade 9:

1. *Career Information System - High School Planner (HSP):* Students develop four-year plan, selecting courses of study for the four years of high school using HSP.

2. *Study Skills Attitudes and Methods Survey* (San Diego, CA: Educational and Industrial Testing Service.): Students complete a survey designed to help them examine attitudes and study methods that may present obstacles to academic success.

3. *Study Skills Unit:* A unit of study is presented in freshman English to assist in the development of good study habits. The unit is available from the National Association of Secondary School Principals in Reston, Virginia.

4. *COPS Interest Inventory* (San Diego, CA: Educational and Industrial Testing Service.): This survey is used in guiding examinees in the exploration of occupations. It provides a good starting point for exploring the world of work.

5. Students complete a test of basic skills.

## Grade 10:

1. *Differential Aptitude Test (DAT)* (Cleveland, OH: The Psychological Corporation.): Completion of this test and the accompanying questionnaire provides information through computerized scoring to match interests and abilities or show the absence of a match.

2. *DAT Interpretation:* A packet is completed using the DAT results. Students use the information as a base for further research.

3. *Career Exploratory Activity:* Students use the Occupational Outlook Handbook, Chronicle Briefs (Moravia, NY: Chronicle Guidance Publications, Inc.) or *Vocational Biographies* (Sauk Center, MN) to research careers.

4. *Career Information System - QUEST:* Based on stated likes and dislikes, students generate lists of possible careers.

5. Students complete a test of basic skills.

## Grade 11:

1. Students complete a test of basic skills.

2. *Preliminary Scholastic Aptitude Test* and/or *Armed Services Vocational Aptitude Battery:* Both of these are optional.

3. *Career Orientation Placement and Evaluation Survey (COPES)* (San Diego, CA: Educational and Industrial Testing Service.): This survey provides measurement of personal values which have a demonstrated effect on vocational motivation and values.

4. *Career Information System:* Students use the program for career exploration activities and to obtain college and military information.

5. *JOB-O Career Finder* (Meadow Vista, CA: CFKR Career Materials Inc.): Students use this for further career planning and research.

### Grade 12:

1. Students complete a test of basic skills.

2. *Career Information System - Micro-SKILLS:* Students match self-assessed skills with the skill requirements of occupations.

3. *Career Ability Placement Survey (CAPS)* (San Diego, CA: Educational and Industrial Testing Service.): The CAPS measures abilities keyed to the entry requirements for the majority of jobs in each of the fourteen occupational clusters. Students follow up by researching careers related to abilities.

4. Job Search Activities: Students complete a packet on each of the following: employable attitudes, finding job openings, letter of application, job application, resume, and interviewing techniques. A personal resume is developed and students go to the local "Job Fair" and practice interviewing skills.

# Appendix C

## Model Program

## *Molalla Union High School*

| | |
|---|---|
| SITE: | Molalla Union High School |
| CITY AND STATE: | Molalla, Oregon |
| PROGRAMS IN USE: | Micro-CIS, Needle-Sort Kit |
| SITE LOCATION: | Small town |
| SITE TYPE: | Senior high school |
| NAME: | Bob Wendling |
| NUMBER SERVED: | 920 |
| PERCENT AT-RISK: | 10 |

## Program Description

Molalla Union High School has an ongoing program of career development activities. In the 9th, 10th, and 11th grades, students participate in one week career units. In the 11th and 12th Grades, students complete Learning Activity Packets (LAPs) to complete their requirements for graduation. CIS is utilized in all parts of the program.

A *Career Development Guide* produced by the school provides background material, lessons and sample materials for teachers, counselors and administrators. Selected materials from this guide are included in the following pages. They are

- the "Required and Optional Career Development Activities;"
- the "Career Planning Folder" which is maintained by each student;
- a worksheet used for job hunting preparation —"Competencies and Credentials are Keys to Jobs and Job Success;" and
- a "Student Record of Completed Learning Activities."

Counselors observe that students' decisions are confirmed or changed because of the accurate, up-to-date information they have received. New options are discovered and the gap between reality and fantasy is narrowed. This is particularly important for at-risk students.

# Required and Optional Career Development Activities

CAREER DEVELOPMENT: The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

**9th Grade**

**Required Activities**

Worker Trait Group/Interest Checklist
Search Worksheet
Career Decisions
Career Folder
Judging Jobs
CIS QUEST - Desc, Prep, Prog
Four-Year Plan

**10th Grade**

**Required Activities**

General Aptitude Test Battery
Search Worksheet
Career Folder Update
Life Styles
Work Values
Judging Jobs
CIS QUEST - Desc, Prep, Prog

**11th Grade**

**Required Activities**

Job Hunting Unit
Competencies and Credentials are Keys to Jobs
Door to Door Role Play
Job Application
Job Interview
Typed Resume

**11th & 12th Grade**

**Required Activities**

Learning Activity Packets - Each person must state career or vocational goals and complete L.A.P.s and activities that correspond.

## Optional Activities:

Each student must participate in some of the following Career Development activities. You need a total of 22 hours of optional activities listed in your record to complete this Career Development requirement.

OPTIONAL ACTIVITIES INCLUDE (but are not limited to):

| | |
|---|---|
| • Clackamas Career Institute | 4 - 12 hours |
| • Clackamas Skills Contest | 4 - 12 hours |
| • Computer Use | Limited to 4 hours |
| • ASVAB Testing and Interpretation | 3 hours |
| • S.A.T. | 3 hours |
| • P.S.A.T./National Merit | 2 hours |
| • Field Trips | 3 - 9 hours |
| • Use of Career Center for personal career study | Unlimited |
| • Exploring | Negotiable |
| • College Visitation | 3 - 8 hours |
| • Financial Aid Meeting | 3 hours |
| • Attending Career Conferences | Negotiable |

## Courses in Career Interest Areas

List those you expect to take. Check (x) those you actually completed.

| 9-10 | 11-12 | Post Secondary |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



## Work Experience

| Date | Job | Employer |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



# Career Planning Folder

Name _____ Birthdate _____

Social Security Number _____ Work Permit Number _____

| Grade | Tentative Career Choice | Date |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

| Grade | Hobbies and Leisure-Time Activities |
|---|---|
| | |
| | |
| | |
| | |
| | |

KEY:

**ACTIVITIES**

1. Speaker
2. Individual Field Trip
3. Group Field Trip
4. Film
5. Interview
6. Job Observation
7. Resources (Kits, Reading)
8. Exploratory Activities
9. Resume
10. Cluster Game
11. Other

**CLUSTER**

1. Agriculture
2. Bookkeeping/ Accounting
3. Clerical
4. Secretarial
5. Marketing
6. Health
7. Social Service
8. Food Service (Specify)
9. Electrical
10. Construction
11. Metal Working
12. Mechanical & Repair
13. Wood Products
14. Graphic Arts
15. Other

| ACTIVITY | CLUSTER | DATE | PERSONAL REACTION |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



## Self Survey Information

Record results of interest and aptitude inventories such as JOB-O, Kuder, Strong, GATB, etc. Give name of the test and date taken.

| DATE | TEST | RESULTS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Tests most commonly indicate my interests are in these cluster areas:

The jobs I like best in these cluster areas are:

| DATE | CLUSTER AREAS | JOBS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Competencies and Credentials Are Keys to Jobs and Job Success

Name _____

| COMPETENCIES (SKILLS) | WHERE DID YOU LEARN THE SKILL? (SOURCES) | | WHAT PROVES THAT YOU HAVE THE SKILL? (RELATED CREDENTIALS) |
|---|---|---|---|
| | SCHOOLS | EXPERIENCE | |
| Making Change | Math Class | Cashiering | |
| Swimming | P.E. | Red Cross | Life Saving Certificate |
| Driving Car | Driver's Ed. | Practice | Driver's License |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

# Student Record of Completed Learning Activities

Name _____ Year to Graduate _____

EACH STUDENT MUST COMPLETE THIS CAREER PACKET IN THE JUNIOR AND/OR SENIOR YEAR OF HIGH SCHOOL TO SATISFY PART OF THE CAREER EDUCATION REQUIREMENT FOR GRADUATION.

THE THREE REQUIREMENTS OF THIS PACKET ARE:

1. State your occupational/vocational goals (immediate, intermediate, long range).
2. Complete Learning Activity Packets or activities that correspond to your goal(s).
3. Complete 22 optional career hours.

## 1. Goals:

A. What is your immediate occupational/vocational goal after you graduate from high school?

_____

| Steps to be taken: | By when? Deadlines: | Counselor use: |
|---|---|---|
| 1) _____ | _____ | _____ |
| 2) _____ | _____ | _____ |
| 3) _____ | _____ | _____ |
| 4) _____ | _____ | _____ |

B. What is your intermediate occupational/vocational goal (3 months to 2 years) after graduation from high school?

_____

| Steps to be taken: | By when? Deadlines: | Counselor use: |
|---|---|---|
| 1) _____ | _____ | _____ |
| 2) _____ | _____ | _____ |
| 3) _____ | _____ | _____ |
| 4) _____ | _____ | _____ |

C. What is your long range occupational/vocational goal (3 to 5 years) after you graduate from high school?

_____

| Steps to be taken: | By when? Deadlines: | Counselor use: |
|---|---|---|
| 1) _____ | _____ | _____ |
| 2) _____ | _____ | _____ |
| 3) _____ | _____ | _____ |
| 4) _____ | _____ | _____ |

## 2. Learning Activity Packets:

| College or Community College | Vocational School | Apprenticeship | Military | Job | Other | LAP | |
|---|---|---|---|---|---|---|---|
| | | | | | | 2 | CIS QUEST Program on computer |
| | | | | | | 4 | *Financing Your Education*, Financial Aid meeting or *Meeting College Costs* |
| | | | | | | 5 | *About College*, college visit or representative visit |
| | | | | | | 6 | *Mapping Your Education, It's Your Decision* or college catalog |
| | | | | | | 7 | *Choosing a Vocational School* |
| | | | | | | | *Job Hunting: Getting It Together* - booklet |
| | | | | | | | ASVAB |
| | | | | | | | Review military books |
| | | | | | | | See recruiter |
| | | | | | | | Oregon Guide to Apprenticeship orCIS Information (PROG 631)* |
| | | | | | | | Other:_____ |

*File numbers may differ from one CIS to another, but content is similar.*

**Counselor Checklist:**

_____Goals

_____Steps

_____QUEST

_____Hours

College:

_____SAT/ACT

_____FAF

_____Visit

_____Application

_____Housing

_____Transcript

**3. Optional Hours:**

_____

_____

ALL REQUIREMENTS OF THIS CAREER PACKET HAVE BEEN COMPLETED _____

# Appendix D

## Model Program

## *Plymouth Junior High School*

| | |
|---|---|
| SITE: | Plymouth Junior High School |
| CITY AND STATE: | Plymouth, Minnesota |
| PROGRAMS IN USE: | Micro-CIS |
| SITE LOCATION: | Suburban |
| SITE TYPE: | Middle or junior high school |
| NAME: | Steve McCarthy |
| NUMBER SERVED: | 1107 |
| PERCENT AT-RISK: | 10 |

## Program Description

The district in which Plymouth Junior High School is located has a program to promote career development with specific learning experiences suggested for the 7th, 8th and 9th grades. CIS is specifically incorporated into these learning experiences at the 8th grade level. The goals of the district program and the activities for the 8th Grade are outlined in "Career Development Activities in District Junior High Schools." The "Career Planning Activity Record" completed by students is used by students and counselors to keep track of each student's experiences. Both of these are included following this program description.

At Plymouth, materials used in the 8th grade, in addition to CIS, include selected videotapes from the series *Unlocking Your Potential* by Moawad (Chicago, IL: Nightingale Conant, 1985), several interest inventories and films which spark discussions on self-awareness. The program is carried out by the counselors and the English teachers and takes eight class days in the English class. A sample follow-up for self-awareness reactions, "Getting Honest with Myself/for Myself" follows.

The experiences of this program are integrated with developmental group counseling for at-risk students. Counselors have found that the program captures and maintains student interest and encourages a more mature level of thinking for future planning.

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# Career Development Activities in District Junior High Schools

Career development in junior high includes the following goals for students:

1. Self-awareness: to develop an understanding of personal talents, values and interests.

2. Decision-making skills: a process of gathering career information, evaluating it, presenting it, and reaching appropriate conclusions from it.

3. Lifestyle options: to understand how different careers will affect the way a person lives.

4. Interpersonal skills: to develop communication skills required in the work setting.

5. Employee responsibilities/employer expectations: to understand employer-employee relations.

To accomplish these goals, the following programs have been developed by guidance counselors and are currently a part of the junior high experience for all students. The programs are offered each year at each junior high school in District 281.

## Eighth Grade

I. Aptitude testing

A. Orientation to the Differential Aptitude Test (DAT) (Cleveland, OH: The Psychological Corporation). The DAT tests ability to learn in specific areas. It includes the following aptitudes: verbal reasoning, numerical reasoning (math), abstract reasoning, spatial relations, mechanical reasoning, and clerical speed and accuracy.

B. Administration of the DAT

C. Interpretation of the DAT

1. Score sheets are explained and given to each student to take home.

2. Aptitudes are related to various career areas.

**II. Career Information System (CIS) computer program**

A. Orientation to CIS

1. Overview of career planning steps such as identifying abilities, interests, etc.
2. Review of the previous year's career planning activities.
3. Interpretation of the CIS booklet and QUEST.

B. Administration of the QUEST section of CIS

1. QUEST questions relate the student's interests, aptitudes, and lifestyle to specific career titles.
2. Students reserve individual computer time to complete this process.

**These additional experiences are also offered by one or more junior highs:**

- Complete a Lifestyle Worksheet.
- Examine the CIS booklet and select four occupations for further investigation.
- Interview an adult about her/his job.
- Write a report about a specific career. - Kuder Interest Inventory.
- View films regarding changes in teenagers during adolescence.
- Listen to presentations by senior high job placement specialists regarding the employer's point of view on the nature of work.
- Complete Holland's Self-Inventory.

# Career Planning Activity Record

Start Date _____/_____/_____

Name _____ Birthdate _____

Address _____ Social Security _____

_____ Telephone _____

## Career Activity Log

Record speakers, field trips, interviews, job observations, career center visits, etc.

| Date | Activity | Brief Description |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## Career Units

List the various units studied in class.

| Date | Grade | Title of Unit | Teacher |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

*(This blank form can be reproduced on the four sides of a folder.)*

## Interests

An individual may change jobs four or five times in his/her lifetime, or, may stay in the same career because he/she enjoys it. Below list interests, hobbies, best subjects and career most interested in for each grade.

7th Grade: _____ _____
Interests or Hobbies — Best Subjects

_____
Career Most Interested In

8th Grade: _____ _____

_____

9th Grade: _____ _____

_____

10th Grade: _____ _____

_____

11th Grade: _____ _____

_____

12th Grade: _____ _____

_____

## Work Experience

List all work-related experience, paid or nonpaid.

| Job Held | Employer | Paid or Nonpaid | Dates |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## Career Choice

My career choice at this time is:

9th grade _____ 10th grade _____

11th grade _____ 12th grade _____

## Tests & Inventories

Tests, inventories, and surveys can help relate interests, values, skills and aptitudes to certain career areas. List results below.

| | Date | Name of Test | Related Job Choices |
|---|---|---|---|
| Interests | | | |
| | | | |
| | | | |
| Values | | | |
| | | | |
| | | | |
| Abilities/Skills | | | |
| | | | |
| | | | |
| Aptitudes | | | |
| | | | |
| | | | |
| Achievements | | | |
| | | | |
| | | | |

Tests, inventories, and surveys indicate the following jobs most closely match my interests, values, skills and aptitudes: _____

_____

These jobs are in the following career clusters: _____

_____

## Computer Surveys

Briefly summarize results and attach computer printout if available.

| | Date | |
|---|---|---|
| CIS | | |
| DISCOVER | | |
| Career Directions/CCAPP | | |
| High School Planner | | Printout or disk enclosed |
| Other:_____ | | |

## High School Courses

Fill in courses as completed at each grade level.

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total Credits: | Total Credits: | Total Credits: | Total Credits: |

Total Credits Earned_____ Total Needed to Graduate_____

## Beyond High School

Plans after high school include the following:

VoTech or Community College: _____ Program : _____

College: _____ Program : _____

Employment: _____
Company Job Date

Job Training or Apprenticeship Program: _____

Military (specific branch): _____

Other: _____

## Long Range Goals

Goals are reflections of our needs, wants and dreams.

Four year career goal: _____

Four year educational goal _____

A goal to reach at age 30: _____

# Getting Honest with Myself, for Myself

Name _____ Date _____

1. What am I doing in my life which really makes me feel proud?

2. Which of my characteristics makes me feel good?

3. Which value of mine am I not following because my friends don't accept it?

4. What have I done just because my friends wanted to do it and I wanted to be accepted?

5. Whom can I really trust in my life?

6. What are two or three activities in which my friends participate that bother me?

7. What are two or three activities in which my group participates that are fun for me?

8. Have the following had a positive (+ ), negative (-), or no (0) influence on me while growing up?

_____height (short, tall)
_____weight
_____voice change
_____coordination
_____physical development
_____clothing styles
_____hair
_____complexion
_____braces
_____family members
_____money and/or possessions
_____friends

9. On which of the following do my family and I disagree?

_____family work responsibility
_____hours
_____friends
_____family activities
_____allowance

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